

students that they can concentrate on one at a time or move around. Hand maps are writers' tools like thesauruses and dictionaries and should be returned to often to add ideas or use an idea to explore a writing topic. Finally, choose an example from your hand map and write it in your writer's notebook.

This notebook entry came from Lynne's hand map where the emotion "happiness" led her to think about Saturday breakfasts. Each entry in her notebook is always dated and has a title to help her know what the entry is about. No more than one entry is written on each page. This format saves time when a writer is searching through his or her notebooks to find common threads or entries about certain topics.

September 24, 2005

Special Saturday Breakfasts

I loved Saturdays because Mom made special breakfasts. My favorite was when she made perfect pancakes—round, golden brown, light, fluffy, and filled with fresh blueberries. I loved to watch the pat of butter slip-slide its way down the stack onto my plate. I drizzled maple syrup on the top and added more as I ate. Yummy! My sisters, Mom, and Dad always shared this breakfast together. Maybe that's why the food tasted so good!

Shared/Guided Writing: For this particular lesson, students create a "whole group" hand map, choosing from the list of emotions and/or character traits and volunteering ideas that are stated as complete thoughts. It is important to insist that students work in phrases or complete sentences when they create their own hand maps.

Examples:

scared—We drove home from the shore late one night during a bad storm.

happy—My parents finally let me get a puppy!

nervous—first time I played a solo in a school concert

While students are creating the group hand map, they should have their own hand maps in front of them. If they hear a good example for an emotion that applies to them, they can add it to their map. Continue to have students work on hand maps and share in small groups while you circulate around the room to observe, ask questions, and offer suggestions.

Independent Writing: Have students pick one description (example) from their hand map and write a short entry about it in their writer's notebook or begin to draft. They can return to their hand map to choose a different example if the